

USING TEAM PAIR SOLO TO IMPROVE STUDENTS' READING COMPREHENSION TOWARD THE ELEVENTH GRADE OF IIS-4 SMAN 4 KEDIRI

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Abstract

This research aimed to apply Team Pair Solo technique to improve students' reading problem of XI IIS-4 of SMAN 4 Kediri. This research design was a Classroom Action Research. The researcher used several instruments; such as observation checklist, field notes, and reading comprehension test. The finding showed that by using Team Pair Solo technique can improve students' comprehension in than when they were taught by using previous method. The improvement of students' reading comprehension was due to the use of Team Pair Solo as the technique in teaching reading. It showed that by using Team Pair Solo, students' motivation and accommodate students to be well prepared to the reading passage by discussing in team, pair with other student, and finally they have great self-esteem to stand by their self in reading class. It was suggested to all English teachers to apply this technique as one of the methods to increase students' motivation in English class and also could be used to increase students' reading skill.

Keywords: *Team Pair Solo technique, reading skill*

Introduction

Teaching English as a Foreign Language, or TEFL, as it is most commonly referred, involves teaching English as a foreign language in countries where English is not the primary language. Teachers' beliefs, according to Kagan (as cited in Kennedy, 1997), play an important role in influencing their teaching practice. These beliefs come from teachers' past experiences, knowledge, and environments in which they have been living. Kennedy (1997: 7) states, "One of the most difficult beliefs to be changed for teachers are those formed during childhood, which is while they themselves are students in school observing their teachers and envisioning the kind of teachers they themselves would be".

Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing. Success in this process is measured as reading comprehension.

Reading is a means for language acquisition, communication, and sharing information and ideas. (wikipedia). Reading is an activity done toward written or print texts. This activity involves decoding and interpreting the language to get the meaning. Urquhart and Weir in Grabe (2009: 14) support the statements above by stating that reading is the process of receiving and interpreting information encoded in language via the medium of print.

Based on the researcher's experience in dealing with the students in *the eleventh grade of SMAN 4 Kediri*, the students frequently get difficulties in English, because it requires high concentration and motivation. Based on the observation, the students had low motivation and were not interested in the reading session. Moreover, the teaching learning process was still insufficient in the classroom using traditional transactional method in teaching reading.

The first problem which was important to be solved was the teacher's technique because teacher played an important role in managing the class. The teaching learning process in the class should be changed into more cooperative atmosphere between teacher and students and among students to create a conducive teaching learning process during the class. Concerning this situation, the researcher tried using Team Pair Solo technique as the technique in teaching reading to improve students' reading comprehension.

Literature Review

Cooperative learning is considered suitable with students need because it is different from the traditional grammar translation method. In cooperative learning, students need to work together rather than having competition to each other during the teaching learning process. Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success. There are different kinds of groups for different situations, but they all balance some key elements that distinguish cooperative learning from competitive or individualistic learning. (*Cooperative Learning, 2018*). It is usually done by giving structured project in a small group for students to work together cooperatively. Leighton (1999) states that cooperative learning is an instructional task design that engages students actively in achieving lesson objectives through their own effort and the efforts of the member of their small learning team. It means that in cooperative learning, students' learning success is not only determined by their own effort, but also the member of the group.

Team Pair Solo, based on Kagan's (2000) description is a technique which can develop students' virtue learning. There are several virtues acquired through Team Pair Solo

such as cooperation, helpfulness, leadership, self-motivation, and pride in one's work. In this technique students learn and work together in group before solving similar problems individually. During the group working process, students can help, coach, and share information. In that process, students will be motivated in learning because they will be held individually accountable in the third step of the technique (Kagan, 2000).

Team-Pair-Solo is a cooperative learning strategy where students are grouped into teams to complete a same task or related task. First, they solve a problem as a team, then they break into pair, and finally they solve the task individually.

Team-Pair-Solo strategy is intended to help students to learn problem-solving skills. By working first in teams/groups or as a whole class, students work on the given task. While completing the task students discuss their ideas, views and try to solve the problem/task. They also help each other to find the solution. The 36 students is divided in 6 equal teams (6 students in each group). They discussed the given task in teams. Based on the researcher's experience in dealing with the students in *the eleventh grade of SMAN 4 Kediri*, the IIS-4 students frequently get difficulties in English. Based on the observation on the preliminary study, students' problem was caused by low motivation and interest in joining the reading class. They felt that reading was a boring activity. Moreover, the teaching learning process was still insufficient in the classroom since the method used traditional transactional method which was teacher centered. The first things which need to be solved was the teacher's technique in teaching reading because teacher played an important role in managing the class so that students would not get bored and felt excited on having a reading class. Next, the condition of the teaching learning process in the class should be changed into more cooperative atmosphere between teacher and students and among students and not competitive atmosphere to create a conducive teaching learning process in reading class. In dealing with those problems, the researcher is interested in using Team Pair Solo technique in teaching reading.

Method

The research design used classroom action research which aimed to overcome some problem faced by the teacher in the teaching reading. A classroom action research design was chosen as in this case, the researcher tried to solve the classroom learning problem. It was in line with the basic point of the classroom action research which is to propose a strategy, technique, or technique in the teaching and learning process to overcome the students' problem in mastering reading. In this research, the researcher proposed to use Team Pair Solo

technique as the technique in teaching reading.

In conducting the research, the researcher worked collaboratively with one collaborator who was involved from the beginning until the end of the process of the research activity, such as conducting the lesson plan, instructional material, teaching learning activities, the action, and evaluation. The subject of this research was XI IIS-4, consisted of 36 students. The research designed used classroom action research which is intended to solve a problem faced by a teacher in the teaching reading. The researcher using the steps suggested by Kemmis and Mc Taggart (1998). The steps were preliminary study, analyzing and identifying the problem, then planning the action, observing, analyzing, and reflecting. In conducting the research, the researcher worked collaboratively with one collaborator who was involved from the beginning up to the end of the process of the research activity in arranging the lesson plan, instructional material, teaching learning activities, the action, and evaluation.

Before starting the research activity, the researcher and the collaborator discussed all the things related to the process to achieve the same perception about the strategy being implemented, the procedure of the teaching and learning process being carried out, how to collect the data using the instruments, and how to score the students' test using the scoring rubric.

During the process of implementing the strategy, the collaborator observed the students' activities by using observation checklist and field notes. After implementing the strategy, the teacher and the collaborator conducted reflection or discussion. In this session, the researcher and the collaborator analyzed the data from observation checklist, field notes, and the result of the test, to find out whether the criteria of success are achieved or not. Finally, the researcher and the collaborator drew the conclusion.

Result and discussions

After doing the research, here is the discussion about the research. In cycle 1, the researcher started implementing TPS strategy in reading recount text process. The study was not successful because it did not meet the criteria of success. The following factors are the causes of the failure. Such as: lack of vocabulary, inference, comprehending the text. It influenced to their discussion and presentation.

Based on the good point obtained from the cycle 1, the researcher still implemented the same strategy in cycle 2 with different cycle and step. Based on the failure of cycle 1 in implementation the strategy, the researcher planned different strategy in the cycle 2. Finally,

the problems occurred in the first cycle could be overcome in the second cycle. Many groups were active and only some students were passive and did not pay attention to the discussion. In Pair section, students could communicate do the task well. Then, during solo section, majority students could do all the activity. The table of development students study from preliminary study, cycle 1, and cycle 2 can be seen in table below.

Comparison between students' preliminary study, first and second cycle score

Table 3.1

		Preliminary Study	Cycle 1	Cycle 2
N	Valid	36	36	38
	Missing	0	0	0
Mean		57,50	71,53	79,03
Maximum		75	85	95
Minimum		45	60	65

From the table above, the numbers of students are 36. Students' mean, minimum score and maximum score improved, students' reading comprehension of recount text through TPS are successful. Mean in preliminary study is 57.50, minimum score is 45, and maximum score is 75, they are under the criteria of success 75, and then, in cycle 1 after applying the strategy, the students' score are getting better, mean is 71.53, minimum score is 60.00, and maximum score is 85.00, some of students are still under the criteria of success, so teacher as the researcher did the cycle 2, the score of students improved, mean is 79.03, minimum score is 65.00, and maximum score is 95.00. Due to this condition, the researcher stops the research in the second cycle, because it has reached success criteria.

The findings above show the development of students' ability. In short, TPS strategy helps the students not only in reading but also in writing understanding. Therefore, by using this strategy to the students will help them in discussion to find out their problem in reading and overcome it with their group. The improvement of the score was possibly caused by some factors. They were: choosing the balancing member of each group, giving guided vocabularies, and mastering main idea and inferences before the analyzing the text and composing the text. Constructing recount text in the last meeting of cycle also helps the students learn to understand recount text deeply.

Conclusion

Team Pair Solo technique were used to achieve the objective in teaching reading. In this case, Team Pair Solo technique was very useful because it motivated the students to read. Team Pair Solo technique was very useful for both students and teacher. Students did not hesitate and fearful to express their ideas and had more time to think before reading or commenting in front of the class. Students' enthusiasm in reading class was increase since they got direct feedback from the teacher. Their confidence and motivation in reading were also increase day by day since they were accustomed to have reading materials. Most of the students were able to keep this reduced level of mistakes throughout the five-week period. Bringing Team Pair Solo technique into the class is a great icebreaker and serves as ausefultool to improve the reading comprehension. Using Team Pair Solo technique could also generate interest and help create an atmosphere conducive to learning.

It was suggested to all English teachers/ lecturers to apply this technique as one of the methods to increase students' motivation in English class and could be used to increase students' reading skill. Other researchers were expected to elaborate this cooperative learning with other technique so that there would be a lot of technique could be used as reference in teachingEnglish.

About the writer

Lely Setyawati has been working as aUniversity lecturer and asenior high school for several decades. She has an extensive knowledge in TEFL metghodology and particularly in teaching practise supervising. Her research interest is in methodology in teaching the four skills and in developing creativitry in teaching.

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